

# **Human Relations**

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

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# Curriculum Content Frameworks

## Human Relations

Grade Levels: 9, 10, 11, 12	Prerequisite: TP Foundation Core
Course Code: 493150	
Course Description: Human Relations focuses on the development of skills needed in order to build and maintain successful relationships in the home, community, and workplace. Emphasis is given to the development of competencies related to personality development, decision-making, communication, relationships outside the family, and careers in the field of human relations. Upon completion of this course, the student should have a better understanding of self; know how to communicate effectively; and be able to establish and maintain effective relationships with family members, peers and others.	

### Table of Contents

	Page
Unit 1: Personality Development and Exploration	3
Unit 2: Decision Making	5
Unit 3: Communication	7
Unit 4: Relationships within the Family	10
Unit 5: Relationships outside the Family	12
Unit 6: Relationships at Work and in the Community	15
Glossary	17

# Unit 1: Personality Development and Exploration

## Hours: 9

Terminology: Ambivert, Aptitudes, Attitude, Character, Environment, Extroverted, Goals, Heredity, Interpersonal, Introverted, Leadership, Learning styles, Maturity, Multiple intelligences, Peers, Personality, Self-actualization, Self concept, Self esteem, Special needs population, Self perception, Tolerance, Traits, Values

CAREER and TECHNICAL SKILLS				ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do				What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
1.1	Define terms related to personality development and exploration	1.1.1	Demonstrate knowledge of personal development terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to personality development [1.3.6]
					Writing	Applies/Uses technical words and concepts [1.6.4]
1.2	State basic needs of individuals	1.2.1	Interpret how Maslow's Hierarchy of needs relates to personality development	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
		1.2.2	Analyze and apply what has been learned about Abraham Maslow to organize the basic needs of individuals using real-life scenarios		Science	Describes/Explains scientific principles related to human development [1.4.14]
1.3	Describe how heredity and environment affect personal development	1.3.1	Justify personal response to Kurt Lewin's belief that both nature and nurture interact to shape personality	Foundation	Reading	Uses resources (books, dictionaries, internet, etc.) [1.3.23]
					Science	Describes/Explains scientific principles related to human development [1.4.14]
					Writing	Applies/Uses technical words and concepts [1.6.4]
				Thinking Skills	Problem Solving	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Demonstrates logical reasoning in reaching a conclusion [4.4.2]
1.4	Describe how perception is related to attitude and tolerance	1.4.1	Analyze how perception can change your attitude for tolerance	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
		1.4.2	Compare and contrast how personal perception is different from other's perceptions	Thinking Skills	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
				Interpersonal Skills	Cultural Diversity	Recognizes differences among team members [2.2.3]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
1.5	Explain the theory of multiple intelligences and describe how it correlates to personal development • linguistic • logical • musical • bodily (kinesthetic) • spatial • interpersonal • intrapersonal • naturalist • spiritual • moral	1.5.1 Apply Howard Garner's theory of multiple intelligences to better understand self (linguistic, logical, musical, bodily kinesthetic, spatial, interpersonal, intrapersonal, naturalist, spiritual and moral)	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Personal Management	Responsibility	Establishes and implements a plan of action [3.1.5]
			Thinking Skills	Decision Making	Demonstrates decision making skills [4.2.4]
				Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
1.6	Explain various learning styles and how they correlate to intellectual growth and maturity	1.6.1 Identify personal learning styles  1.6.2 Investigate how knowledge of learning styles can be used to enhance student performance	Foundation	Science	Describes/Explains scientific principles related to human development [1.4.14]
				Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Thinking Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
1.7	Discuss values and goals	1.7.1 List values and rank them in order of personal preference  1.7.2 Determine personal goals  1.7.3 Discuss how values develop and change according to Lawrence Kohlberg's theory of moral development	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
				Science	Describes/Explains scientific principles related to human development [1.4.14]
				Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
				Writing	Organizes information into an appropriate format [1.6.2]
1.8	Explain the value of high self esteem in personal development	1.8.1 Discuss factors that influence self esteem including physical health, mental health and environment  1.8.2 Utilize the FCCLA National Program Power of One: A Better You	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
				Writing	Presents own opinion in written form in a clear and concise manner [ 1.6.14]
		Personal Management	Self Esteem	Develops/initiates a plan for self improvement [ 3.5.4]	
1.9	Identify traits of introverts, extroverts, and ambiverts	1.9.1 Apply Carl Jung's theory of personality types to better understand self	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.3]
			Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]

## Unit 2: Decision Making

### Hours: 8

Terminology: Alternatives, Consequences, Decision, Decision making process, Evaluate, Human resources, Needs, Non-human resources, Resources, Trade off, Wants

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Define terms related to decision making	2.1.1 Demonstrate knowledge of decision making terms using correct context	Foundation	Reading  Writing	Applies/Understands technical words that pertain to decision making [1.3.6]  Applies/Uses technical words and concepts [1.6.4]
2.2 Discuss wants and needs	2.2.1 Identify individual wants and needs and explore how they are related to decision making	Foundation	Listening  Speaking  Writing	Receives and interprets verbal messages [1.2.8]  Organizes ideas and communicates oral messages to listeners [1.5.7]  Communicates thoughts, ideas, or facts in written form in a clear and concise manner [1.6.6]
2.3 Describe human and non-human resources	2.3.1 Investigate how resources affect personal decisions	Foundation    Thinking Skills	Reading  Speaking  Decision Making   Problem Solving  Reasoning	Uses resources (books, dictionaries, directories, internet) to obtain factual information [1.3.23]  Asks questions to obtain information [1.5.4]  Comprehends ideas and concepts related to the decision making process [4.2.2]  Generates option/alternatives [4.2.6]  Demonstrates logical reasoning in reaching a conclusion [4.4.2]  Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.4 Describe major and routine decisions	2.4.1 Explore possible repercussions of decisions	Foundation   Thinking Skills	Reading  Writing  Reasoning  Science	Comprehends written information for main ideas [1.3.7]  Presents answers/conclusions in a clear and understandable form [1.6.13]  Sees relationship between two or more ideas, objects, or situations [4.5.5]  Uses equipment and techniques related to healthy food techniques [1.4.23]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
2.5 State steps in the decision making process	2.5.1 Apply steps in the decision making process to a problem	Foundation		Listening	Comprehends ideas and concepts related to the decision making process [1.2.1]
	2.5.2 Use the FCCLA Planning Process in a decision making process			Reading	Applies information to new situations [1.3.5] Comprehends written information and applies it to a new task [1.3.8]
		Thinking Skills		Decision Making	Demonstrates decision making skills [4.2.4]
				Problem Solving	Devises and implements a plan of action to resolve problems [4.4.3]
2.6 List advantages of the decision making process	2.6.1 Compare and contrast possible outcomes of real life situations with and without the decision making process	Foundation		Reading	Draws conclusions from what is read [1.3.12]
				Writing	Summarizes written information [1.6.17]
		Interpersonal Skills		Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
2.7 Relate values and goals to decision making	2.7.1 Identify individual values and goals and explore how they are related to decision making				
		Thinking Skills		Decision Making	Considers risks when making a decision [4.2.3]
2.8 Discuss positive and negative effects of using technology in decision making	2.8.1 Explore factors that determine the validity of technology tools available to assist in making decisions (Included but not limited to purpose, URL address, domain, authorship, links, site maintenance)	Foundation		Reading	Applies information and concepts derived from printed materials [1.3.3]
				Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking		Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
		Foundation		Listening	Receives and interprets verbal messages [1.2.8]
				Reading	Applies information to new situations [1.3.5]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
				Writing	Presents own opinion in written form in a clear and concise manner [1.6.14]
				Problem Solving	Comprehends ideas and concepts related to technology use [4.4.1]
		Thinking		Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

## Unit 3: Communication

### Hours: 9

Terminology: Assertive, Body language, Boundaries, Communication, Compromise, Conflict, Defense mechanisms, Empathy, Feedback, "I" messages, "You" messages, Tact

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.1 Match terms related to communication	3.1.1 Demonstrate knowledge of communication terms using correct context		Foundation	Reading	Applies/Understands technical words that pertain to communication [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 Discuss types of communication	3.2.1 Demonstrate examples of verbal and non-verbal communication		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
				Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]
					Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]
3.3 Explain levels of communication • cliché • response • sharing • emotion • complete openness	3.3.1 Categorize communication levels  3.3.2 Identify what levels of communication are appropriate for various audiences and social situations		Foundation	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
				Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Thinking Skills	Decision Making	Evaluates information/data to make best decision [4.2.5]
3.4 Identify barriers to effective communication • gender • language/slang • culture • interrupting • withdrawal • prejudice • stereotypes • gossip	3.4.1 Find solutions to deal with possible barriers to effective communication		Interpersonal Skills	Customer Service	Applies human relations skills in real-life situations [2.3.1]
			Thinking Skills	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.5 Discuss ways to improve communication	3.5.1 Role Play ways to improve communication (using "I", "You", and "We" Messages)		Foundation	Speaking	Participates in conversation, discussions and group presentations [1.5.8]
	3.5.2 Analyze the effect of communication on relationships			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	3.5.3 Make use of the FCCLA STAR Events: Illustrated Talk		Thinking Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
			Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
3.6 Identify the various effects of technology on communication	3.6.1 Analyze the benefits of using technology to communicate (speed, ease, economical, etc)		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
				Speaking	Participates in conversation, discussion and group presentations [1.5.8]
	3.6.2 Analyze drawbacks of using technology to communicate (misinterpretation, safety, less personal, grammar, gender barriers, etc)			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Thinking Skills	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]
3.7 Discuss issues that could create conflict • difference of opinion • generational issues • bullying • hazing • respect • cliques • etc.	3.7.1 Identify common sources of conflict (peers, parents, authority, siblings, co-workers)			Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]
			Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Thinking Skills	Speaking	Responds to listener feedback [1.5.10]
				Decision Making	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS				ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do				What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
3.8	Explain the process of conflict resolution <ul style="list-style-type: none"><li>• gather information</li><li>• define the problem</li><li>• identify alternative solutions</li><li>• identify possible solutions</li><li>• reaching an agreement</li></ul>	3.8.1	Recommend methods of resolving conflict (role playing, copying methods, agree to disagree)	Foundation	Listening	Listens for content [1.2.3]
					Reading	Identifies relevant details, facts, and specifications [1.3.16]
		3.8.2	Research Sigmund Freud's theory of defense mechanisms and apply to real world situations			Draws conclusions from what is read [1.3.12]
					Science	Acquires and processes scientific data [1.4.1]
						Applies knowledge to complete a practical task [1.4.3]
					Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Interpersonal Skills	Customer Service	Comprehends ideas and concepts related to ways to resolve conflict [2.3.2]	
			Thinking Skills	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]	
			Reasoning	Comprehends ideas and concepts related to communication [4.5.2]		

## Unit 4: Relationships within the Family

### Hours: 12

Terminology: Blended family, Chosen role, Cooperative family, Crisis, Dysfunctional family, Extended family, Family, Family life cycle, Foster family, Functional family, Given role, Nuclear family, Procreation, Sibling, Single parent family

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 Define terms related to relationships within the family	4.1.1 Demonstrate knowledge of relationship terms using correct context		Foundation	Reading  Writing	Applies/Understand technical words that pertain to relationships within the family [1.3.6]  Applies/Uses technical words and concepts [1.6.4]
4.2 Describe types of family structures • Nuclear • Adoptive • Extended • Blended • Single-Parent	4.2.1 Classify family structures within society		Foundation   Interpersonal Skills	Science  Speaking  Cultural Diversity	Constructs model to depict basic concept of family structures [1.4.11]  Organizes ideas and communicates oral messages to listeners [1.5.7]  Respects other's personal values, cultures, and traditions [2.2.4]
4.3 List functions of the family • love and affection • protection • education • teach values • financial support • procreation • guidance • socialization • recreation	4.3.1 Analyze Maslow's Hierarchy of Needs and apply as it relates to the functions of the family  4.3.2 Create a project describing your family (examples: poster, scrapbook, family newsletter, collage, family webpage, etc.)		Foundation   Interpersonal Skills	Reading  Science  Cultural Diversity	Comprehends written information for main ideas [1.3.7]  Describes/Explains scientific principles related to personal relationships [1.4.13]  Respects other's personal values, cultures, and traditions [2.2.4]
4.4 Name characteristics of a strong, functional family • good communication • respect each other • commitment/unity • trust • spending time together	4.4.1 Compare the differences of a functional and dysfunctional family  4.4.2 Make use of the FCCLA National Program Families First: Families Today-Understand and Celebrate Families		Foundation   Interpersonal Skills   Thinking Skills	Reading  Writing  Reasoning  Coaching  Creative Thinking / Reasoning	Comprehends and applies it to a task [1.3.8]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Sees relationship between two or more ideas, objects, or situations [4.5.5]  Encourages others to develop personal and professional skills [2.1.2]  Develops visual aids to create audience interest [4.1.14]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.5 Explain how relationships change through the family life	4.5.1	Identify challenges family members face in various stages of the family life cycle	Foundation	Arithmetic/ Mathematics Listening	Comprehends mathematical ideas and concepts related to progression [1.1.13] Comprehends ideas and concepts related to the family life cycle [1.2.1]
	4.5.2	Categorize stages of the family life cycle into Erik Erikson's 8 Stages of Human Development		Writing	Organizes information into a appropriate format [1.6.10]
	4.5.3	Make use of the FCCLA National Program Families First: You-Me-Us Strengthening Family Relationships	Thinking Skills	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
4.6 Define family crisis	4.6.1	Discuss situations that can cause crisis within the family unit	Foundation	Reading	Uses resources (books, dictionaries, directories, internet) to obtain factual information [1.3.23]
	4.6.2	Research local resources available to families in crisis		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	4.6.3	Make use of the FCCLA National Program Families First: You-Me-Us Strengthening Family Relationships	Interpersonal Skills Thinking Skills	Teamwork Problem Solving	Works effectively with others to reach a common goal [2.6.6] Demonstrates logical reasoning in reaching a conclusion [4.4.2]
4.7 Describe effects of technology on family relationships	4.7.1	Recognize the positive aspects of technology on family relationships (organization, communication, budgeting, etc)	Foundation	Reading Writing	Draws conclusions from what is read [1.3.12] Presents own opinion in written form in a clear, concise manner [1.6.14]
	4.7.2	Recognize the negative consequences of technology on family relationships (addictive behaviors, family isolation, etc)	Interpersonal Skills Thinking Skills	Reasoning Creative Thinking	Sees relationship between two or more ideas, objects, or situations [4.5.5] Makes connections between seemingly unrelated ideas [4.1.6]
4.8 Discuss trends which affect the family • mobility • aging • economic changes • workplace changes	4.8.1	Tell how current issues and societal trends affect the family	Foundation	Listening Reading Writing	Receives and interprets verbal messages [1.2.8] Comprehends written information for main ideas [1.3.7] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

## Unit 5: Relationships outside the Family

### Hours: 15

Terminology: Cliques, Commitment, Complementary needs, Ethics, Friendship, Heterosexual, Homogamy, Infatuation, Love, Parent image, Prejudice, Proximity, Role expectations, Special needs population, Stereotypes

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
5.1 Define terms related to relationships outside the family	5.1.1 Demonstrate knowledge of relationship terms using correct context		Foundation	Reading	Applies/Understand technical words that pertain to relationships outside the family [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Summarize characteristics of healthy friendships • emotional support • models for imitation • opportunities to practice roles	5.2.1 Analyze the importance of friendships		Foundation	Listening	Listens for content [1.2.3]  Listens to follow directions [1.2.6]
				Reading	Comprehends written information and applies it to a task [1.3.8]
				Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
				Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Thinking Skills	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
5.3 Identify influences of peers	5.3.1 Examine the influences of peers throughout the life cycle		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
	5.3.2 Recognize warning signs of "toxic" friends (User, Betrayer, Control Freak, Judge, Promise Breaker, Gossiper, Self-centered Person, Competitor, and Learner) <a href="http://www.toxicfriendship.org">www.toxicfriendship.org</a>			Reading	Follows written direction [1.3.13]
	5.3.3 Investigate the importance of setting personal boundaries or limits			Science	Describes/Explains scientific principles related to relationships [1.4.14]
				Speaking	Asks questions to obtain information [1.5.4]
			Interpersonal Skills	Teamwork	Participates in conversation, discussion, and group presentation [1.5.8]  Works effectively with others to reach a common goal [2.6.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.4 Discuss reasons for dating • recreation • social status • ego needs • mate selection • learning about the opposite sex • etc.	5.4.1 Explain the purposes of dating	Foundation	Listening  Reading  Writing	Comprehends ideas and concepts related to dating [1.2.1]  Draws conclusions from what is read [1.3.12]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]  Takes notes from various sources [1.6.18]
5.5 Name types of dating • group dating • steady dating • random • on-line relationship	5.5.1 Research dating patterns (group dating, steady dating, random, on-line relationships)	Foundation    Thinking Skills	Reading  Speaking  Writing  Creative Thinking	Applies information and concepts derived from printed materials [1.3.3]  Participates in conversation, discussion and group presentations [1.5.8]  Analyzes data, summarizes results, and makes conclusions [1.6.2]  Prepares presentation based on subject research, interviews, surveys [4.1.10]
5.6 Explain the difference between love and infatuation	5.6.1 Compare and contrast feelings associated with love and infatuation	Foundation    Interpersonal Skills	Listening  Reading  Speaking  Writing  Cultural	Receives and interprets verbal messages [1.2.8]  Comprehends written information for main ideas [1.3.7]  Organizes ideas and communicates oral messages to listeners [1.5.7]  Presents own opinion in written form in a clear, concise manner [1.6.14]  Respects others personal values, cultures, and traditions [2.2.4]
5.7 Identify consequences of Sexually Transmitted Diseases	5.7.1 Analyze the effects of Sexually Transmitted Diseases on: • Self esteem • Health • Relationships • Families	Foundation	Reading    Science	Analyzes and applies what has been read to specific task [1.3.2]  Draws conclusions from what is read [1.3.12]  Uses written resources to obtain factual information [1.3.23]  Describes/Explains scientific principles related to human maintenance/management [1.4.14]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
5.8 Distinguish characteristics of healthy and unhealthy relationships	5.8.1	Compare and contrast traits of healthy and unhealthy relationships (communications, trust, respect, etc)	Foundation	Reading	Draws conclusions from what is read [1.3.12]
	5.8.2	Examine ways to end relationships	Thinking Skills	Writing	Summarizes written information [1.6.17]
5.9 List factors which affect mate selection • similarities • parent image • proximity • role expectations • complimentary needs • family backgrounds	5.9.1	Discuss characteristics of a desirable mate (Similarities, parent image, proximity, role expectations, complimentary needs, family backgrounds)	Foundation	Creative Thinking Reasoning	Develops visual aids to create audience interest [4.1.4]
					Extracts rules or principles from written information [4.5.4]
5.9 List factors which affect mate selection • similarities • parent image • proximity • role expectations • complimentary needs • family backgrounds	5.9.1	Discuss characteristics of a desirable mate (Similarities, parent image, proximity, role expectations, complimentary needs, family backgrounds)	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Interpersonal Skills	Writing	Takes notes from various sources [1.6.18]
5.9 List factors which affect mate selection • similarities • parent image • proximity • role expectations • complimentary needs • family backgrounds	5.9.1	Discuss characteristics of a desirable mate (Similarities, parent image, proximity, role expectations, complimentary needs, family backgrounds)	Interpersonal Skills	Cultural Diversity	Respects others personal values, cultures, and traditions [ 2.2.4]

## Unit 6: Relationships at Work and in the Community

### Hours: 7

Terminology: Adaptability, Civic responsibility, Constructive criticism, Courtesy, Criticism, Empathy, Ethics, Initiative, Integrity, Punctuality, Telecommuting, Volunteerism

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Define terms related to work and community relationships	6.1.1 Demonstrate knowledge of relationship terms using correct context	Foundation	Reading	Applies/Understand technical words that pertain to relationships at work with the community [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 Identify characteristics desired by employers	6.2.1 Explain the importance of punctuality, attendance, integrity, work ethics, initiative, and courtesy	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	6.2.2 List teamwork and leadership skills in the workplace	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
	6.2.3 Explain the consequences of not complying to established rules, regulations, and policies	Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
	6.2.4 Describe the impact of technology on work relationships (telecommuting, social network sites, e-mail ethics, personal use at work)			Describes/explains significance of integrity, honesty, and work ethics [3.2.4]
	6.2.5 Explore the importance of respecting others values, cultures, and traditions		Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
	6.2.6 Apply the FCCLA National Program Career Connections			

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.3 Describe ways to deal with conflict in the workplace	6.3.1	Discuss ways to settle disagreements between employees	Interpersonal Skills	Coaching	Encourages others to develop personal and professional skills [2.1.2]
	6.3.2	Discuss way to settle disagreements with an employer	Personal Management Skills	Cultural Diversity	Respects others personal values, cultures, and traditions [ 2.2.4]
	6.3.3	Create Scenarios that depict working with others and handling criticism, disagreement and disappointment		Customer Service	Handles criticism, disagreement, or disappointment during a conversation [2.3.5]
				Integrity / Honesty / Work Ethic	Describes desirable worker characteristics [3.2.3]
6.4 State the value of volunteerism			Foundation	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
	6.4.1	Analyze the value of volunteering to the community		Listening	Receives and interprets verbal messages [1.2.8]
	6.4.2	Analyze the importance of civic responsibility		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	6.4.3	Incorporate the FCCLA STAR Event: Community Service		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

# **Glossary**

## **Unit 1: Personality Development and Exploration**

1. Ambivert – a person who has some characteristics of both extroverts and introverts
2. Aptitudes – natural talents or capacities to do something
3. Attitude – a person's basic outlook on life or a specific topic or issue
4. Character – personal guidelines developed as a part of the socialization process that serves as a person's personal judge for every situation that he or she faces
5. Environment – a person's surroundings and everything in them, including both human and non-human factors
6. Extroverted – focused outward on others
7. Goals – something a person wants to have or to achieve and is willing to work for
8. Heredity – the sum of all the qualities a person inherits from his or her parents at birth
9. Interpersonal – relating to, involving, or being related between persons
10. Introverted – focused inward or on oneself
11. Leadership – the ability to direct and influence others
12. Learning styles – cognitive, effective and psychological behaviors through which an individual learns most efficiently
13. Maturity – acting responsibly, learning from your mistakes, and relying more on your own resources to resolve problems and challenges that occur in every day life
14. Multiple intelligences – many different ways of using the mind and body to experience the world
15. Peers – the other people in a person's age group
16. Personality – the characteristics that make a person unique
17. Self concept – the mental picture people have of themselves; their opinion about themselves
18. Self esteem – sense of worth a person attaches to one's self
19. Special needs population – a group of people identified as needing assistance to compensate for specific disabilities
20. Self-perception – an awareness of the characteristics that constitutes one's self; self knowledge

21. Tolerance – a fair objective and permissive attitude toward opinions and practices that differ from one's own

22. Traits – a distinguishing feature

23. Values – ideas about right and wrong and what is important in your life

## Unit 2: Decision Making

1. Alternatives – the different choices you can make to deal with a situation
2. Consequences – results of a choice made or an action taken
3. Decision – the act of making a choice or coming to a solution
4. Decision making process – 5 step process leading to one selection from several alternatives
5. Evaluate – to analyze the consequences of an action or a decision by studying it carefully
6. Human resources – resources that come from within a person and from other people who give support in some way They include health, time, energy, personality characteristics and character traits.
7. Needs – something that you must have in order to live
8. Non-human resources – resources that are not physically a part of any individual; including money, material possessions, community resources and facilities
9. Resources – something used to meet a goal
10. Trade-off – an exchange of one thing in return for another
11. Wants – things that you would like to have but are not necessary for survival

## Unit 3: Communication

1. Assertive – using good communication skills to express how one thinks or feels
2. Body language – communication through body movements and gestures
3. Boundaries – something that indicates a border or limit; people can establish boundaries in personal and professional settings
4. Communication – process of sending and receiving messages to share thoughts and feelings
5. Compromise – a means of reaching an agreement in which each person gives up something in order to achieve a solution
6. Conflict – any struggle, disagreement, or fight
7. Defense mechanisms – methods people unconsciously use to deal with life's situations; used to hide or balance one's feelings or actions
8. Empathy – the ability to understand what someone else is experiencing
9. Feedback – a return message in response to a communication; comments about, or corrections to an action, process or presentation
10. "I" messages – a means of communication in which a person says how he or she feels about something rather than criticizing someone else
11. "You" messages – a means of communication using statements that attack a person and send messages that judge, command, or blame the other person
12. Tact – a careful consideration in dealing with others to avoid giving offense

## **Unit 4: Relationships within the Family**

1. Blended family – either or both spouses have been married before and have one or more children from a previous marriage
2. Chosen role – role a person voluntarily assumes such as husband, wife, father or mother
3. Cooperative family – a group of people who live together and share a common bond and common resources
4. Crisis – an unstable or critical situation in which the outcome will make a decisive difference for better or worse
5. Dysfunctional family – family system in which one or more family members do not fulfill their responsibilities throwing the system out of balance
6. Extended family – several generations of a family that live together
7. Family – a person or group of persons joined together by blood, marriage, adoption, or other bonds who are committed to each other and provide emotional support
8. Family life cycle – the five stages of change through which families pass
9. Foster family – a legal situation which provides children with substitute families while their parents are unable to care for them
10. Functional family – family in which the members relate to each other in positive ways
11. Given Role – Role acquired when a person is born into a family, such as a son, daughter, sister or brother
12. Nuclear family – made up of a married couple and their biological or adopted children
13. Procreation – reproduction, process by which two living beings, a male and a female create a third living being that is different from both father and mother
14. Sibling – a brother or sister
15. Single parent family – occurs as the result of divorce, separation, death or having children outside of marriage

## **Unit 5: Relationships outside the Family**

1. Cliques – a group of people who exclude others from their circle
2. Commitment – an agreement or pledge to do something, the desire to finish a project, task or goal
3. Complimentary needs – tendency to seek a partner who is strong in areas in which you are weak
4. Ethics – a set of moral principles or values
5. Friendship – relationships attached to another by esteem, respect and affection
6. Heterosexual – pertaining to the opposite sex or to both sexes
7. Homogamy – choosing an individual with characteristics similar to one's self
8. Infatuation – an intense emotional involvement that begins with a sudden strong attraction based on physical appearance or other obvious traits
9. Love – the emotion of strong affection that one feels as a result of deeply meaningful and satisfying relationships with other people
10. Parent image – a theory that a man looks for a wife similar to his mother and a woman looks for a man similar to her father
11. Prejudice – Unfair or biased opinion based on false or insufficient information
12. Proximity – nearness
13. Role expectations – the role that is expected to be performed by each partner in marriage
14. Special needs population – group of people identified as needing assistance to compensate for specific disabilities
15. Stereotypes – A belief that an entire group of people fit a fixed common pattern, that they are alike in certain ways

## **Unit 6: Relationships at Work and in the Community**

1. Adaptability – able to adjust oneself readily to different conditions
2. Civic responsibility – duty of a citizen
3. Constructive criticism – criticism or advice that is useful and intended to help or improve something often with an offer of possible solutions
4. Courtesy – excellence of manners or social conduct; polite behavior
5. Criticism – the act of passing judgments as to the merits of anything
6. Empathy – the ability to understand what someone else is experiencing
7. Ethics – a set of moral principles and values
8. Initiative – taking action and getting started
9. Integrity – firm adherences to a code of moral values
10. Punctuality – acting or arriving exactly at the time appointed; prompt
11. Telecommuting – the practice of working at home by using a computer, rather than commuting, or traveling to work
12. Volunteerism – act of performing a task or service to others without pay